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17. ABSTRACT (MAX. 250 WORDS)

Enrichment suggestions for teachers of grades four through eight in the areas of science, mathematics, social studies, and language and reading were presented. Each subject included a description of the lesson, with materials, and how to explain the purposes. An example of a science activity was building a test coil for a seventh grade class. The materials needed were an electric wire, a transformer, and a copy of 100,00 Volts of Electricity. The purpose was to create an interest in electricity. An activity in mathematics was algorism development for fourth and fifth graders. The teacher should show the students how multiplication can be done with the historic Gelosia chart using diagonal lines as explained and illustrated in "Arithmetic for the Gifted Child," Education 2000 A.D. From this demonstration children could be encouraged to develop other algorisms. A social studies activity was matching the leaders of our country with their sayings and/or contributions, aimed at fifth or eight graders. An activity in the area of language and reading was creative thinking, for any grade level. The game that could be used was called "Brainstorming." The teacher should initiate the game by asking the class "What would happen if.....?"

Reference material was given with each lesson.

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ENRICHMENT ACTIVITIES FOR THE GIFTED CHILD IN THE REGULAR CLASSROOM

Grades Four Through Eight

Superior and Gifted Student Project
Western Carolina College
Cullowhee, North Carolina

TO THE TEACHER

Believing that teachers need and will welcome suggestions, we present this list of suggested activities in the hope that they will be useful as source material for enriching their program of teaching.

Since most of the items are ideas that might well be used in many differing situations, we propose to present them in simple form, leaving the expansion of an outline for the teacher and pupils to build as they work together on these ideas.

Copies may be obtained from
Superior and Gifted Student
Project

Western Carolina College
Cullowhee, North Carolina

Price $.60

Full many a gem of purest ray serene,
The dark unfathomed caves of ocean bear:
Full many a flower is born to blush unseen,
And waste its sweetness on the desert air.

---- Gray

"Enrichment is not the same everywhere. It is not a static activity. It is relative to the child's ability, achievement and experience, and to the ideas and skills that the teacher brings to the situation. Therefore, what may be enrichment for one child may not necessarily be enrichment for another. Enrichment is always the result of a social interaction between the personality of the teacher and the personality of the child. Each one brings something unique to the situation. Hence it is often difficult to describe what goes on in successful enrichment because it sounds so deceptively like the same thing that is done for every child."

Robert F. DeHann and Robert J. Havighurst, Educating Gifted Children (Chicago: University of Chicago Press, 1961), p. 102.

GRATITUDE IS EXPRESSED TO

DR. H. H. BIXLER

FOR HIS GUIDANCE IN THE PREPARATION OF THIS MATERIAL

AND TO THE

MEMBERS OF THE CLASS FOR THEIR CONTRIBUTIONS

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McArthur, Bernard - Chm.

Subject Area: Science

Grade Level: 4

Specific Topic: Softening Water

Materials Needed:

Two quarts of rainwater
A small quantity of Edsom Salts
Some liquid soap
Some liquid detergent

Activity:

Add a teaspoon full of Epsom Salts to one jar of water and none to the other. Pour a pint of water from each jar into separate containers. Add liquid soap (two or three drops at a time) to each container and shake or stir well for a comparison of the amount of suds. How many drops were used in each case to get good suds?

Which water would be more likely to leave a ring in the bath tub? (The water in which the Epsom Salts was placed becomes hard water. The liquid soap has to first remove the chemical and then begin sudsing.) What principle of science does this demonstrate?

The experiment is then repeated using liquid detergent rather than soap. Which gives most suds? Does the detergent remove the chemical first? On what science principle does the detergent work?

Subject Area: Science

Grade Level: 6

Specific Topic: Splitting the Atom

Materials Needed:

15 mouse traps
16 ping pong balls
32 - ½" nails
Wooden box 24 by 36"
Screen wire to cover box

Activity:

To show what happens when the atom is split arrange the mouse traps in the following order:

X
X X
X X X X
X X X X X X X X

Place a ping pong ball on each set trap that has been nailed in the bottom of the wooden box. Cover the box with screen to keep the ball from going all over the room. Cut a small hole in the wire over the first trap and drop in one ball which will start the activity. Do research on atomic energy and find out what has happened.

Subject Area: Science

Grade Level: 6

Specific Topic: Locating Places by Latitude and Longitude

Materials Needed:

Wall maps

Activity:

Get a real understanding of latitude and longitude in order that this project will be a successful and satisfactory learning situation. Pupils pair off. One gives latitude and longitude of a place. Partner finds place on map. Then they exchange places, the other pupil giving latitude and longitude of a place for the first pupil to find.

Advanced pupils:

For a change advanced pupils can draw up lists of geographic places with their latitude and longitude and the class finds them. Or they can make lists of places for the class to find the latitude and longitude. Develop interest in creating different kinds of maps. Let them find out and explain what a degree of latitude means.

Subject Area: Science

Grade Level: 7

Specific Topic: Building a Test Coil

Materials Needed:

Electric wire
Transformer
Copy of 100,000 Volts of Electricity

Activity:

This activity is excellent for creating an interest in electricity. It is exciting and looks dangerous enough to attract attention.

Full directions for building this coil is given in the booklet referred to below.

Reference: Bob Brown, 100,000 Volts of Electricity, (Asheville, N. C.: Science Circus)

Subject Area: Science

Grade Level: 4-8

Specific Topic: Artificial Hibernation of Frog

Materials Needed:

½ pint Mason jar with wide mouth
1 large jar with wide mouth
1 thermometer
Ice cubes
Frog

Activity:

Place live frog in half-pint fruit jar, screw top on. (Top should have hole in it for placing thermometer.)

Put small, frog-containing jar inside larger one.

Insert thermometer.

Fill large jar with ice cubes (Be sure to put some on top of small jar as well as around sides).

Take temperature and count respiration of frog.

At stated intervals (hourly is good), take temperature and count respiration, and make observations (such as: "eyes half open", "frog's feet moving", etc.

Note time and temperature required for complete "sleep".

After an hour or so of complete hibernation, remove ice cubes, and observe and record time, temperature, and respiration changes on same interval basis as for putting animal to sleep.

Make charts and draw conclusions.

NOTES: Several experiments should be made - at different times; charts made, etc., for comparisons.

Same frog for all experiments makes for better comparison. Frog may be banded and placed in mud; usually may be located at or near same spot within a week's time.

Frog of relative size, weight, and species will make for more reliable conclusions.

Subject Area: Science

Grade Level: 4-8

Specific Topic: The Effect of Feeding Thyroid Gland Extract to Tadpoles

Materials Needed:

Thyroid gland extract (Thyroxin, obtainable at drug store)
2 Tadpoles - of equal size, if possible
2 Containers
Food - spinach and lettuce

Preparation of extract:

Weigh 5 grams of dried extract and mix with equal weight of whole wheat flour.
Grind the mixture into a paste with a little water.
Spread mixture on sheet of glass to dry.
When paste is dry, scrape it off the plate and powder it.
Store in lightly stoppered bottles in refrigerator.

Activity:

Feed 50 mg. to one tadpole daily for various periods. Give other one spinach and lettuce only. Also feed boiled spinach and lettuce

Note: One control tadpole and one experimental should be maintained for scientific comparison.

Compare: Rate of growth; rate of metamorphisis.

Reference: "Experiments with Frogs and Tadpoles," Science World, April 5, 1961, p. 16.

Subject Area: Health; science

Grade Level: 7 or 8

Specific Topic: Study the Difference between Human hair and other Mammal hair

Materials Needed:

Microscope, slides
Hair of human
Hair of other mammal: horse, pig, other.

Activity:

Observe both under microscope as to thickness, texture, etc.
Weigh (if possible)
Compare waterproof qualities
Compare effect of soaps on each
Compare effect of alcohol on each.

Science References

Science Service, 1719 North Street N. W., Washington 6, D. C. offers the following:

Thousands of Science Projects

"Classified Titles of Exhibits shown at Science Fairs and Produced for the Annual Talent Search" approx. 504

Science Projects Handbook

A guide to Youth's Future Adventures in Science"

Science Exhibits Edited by Margaret Miles Davis $1.00

A splendid guide book for setting up science exhibits.

Other good references are:

Morgan, Alfred, Simple Chemical Experiments. D. Appleton Century Co., 1941. $2.75

Feifer, Nathan. Lets Explore Chemistry. New York 3, N.Y.: Sentinel Books Publishers, Inc., 1959.

"The Hows and Why of Chemistry 200 Safe Experiments"

Porter, Harold M., The Senior Chemcraft Manual, Hagerstown, Maryland: The Porter Chemical Company, 1950. $1.25

"Directions for Experiments; Explanation of Chemical Science and Industries" Good for experiments in physical science areas for upper grades and junior high schools.

Holden, Alan, and Phyles Singer, Crystals and Crystal Growing, Garden City, New York: Anchor Books, Doubleday & Co., Inc., $1.45

Splendid for introduction of chemicals; as a culminating activity to study of natural crystals (minerals)

Science World, Jr. Edition., Published by Scholastic Magazines Dayton 1, Ohio. $1.50 yearly for 5 or more subscriptions; single subscriptions $2.00

Invaluable science weekly magazine for upper grades and junior high school.

Subject Area: Arithmetic

Grade Level: 4-6

Specific Topic: Problems Without Numbers

Activity:

Directions:

The problem is stated without numbers. The student has to figure out what computations he will have to make and what information he will have to know before making these computations. He then returns to the teacher and asks for such information as he thinks he needs to work the problem.

Sample:

"How much will a vacation cost?"

The pupil has to ask for such information as: size of the family, length of the vacation, mode of travel, manner of eating, cost of gasoline and the like. The teacher gives only the information the pupil asks for so as not to protect him from errors.

Other similar problems:

How much will it cost to paint a house?
How much will it cost to plow a field?
How much material will it take to cover a barn?
How much will it cost to build a fish pond?
What would it cost to construct a swimming pool?

Reference: W. K. Klas, "Problems Without Numbers", Arithmetic Teacher, January 1961, p. 19.

Subject Area: Arithmetic

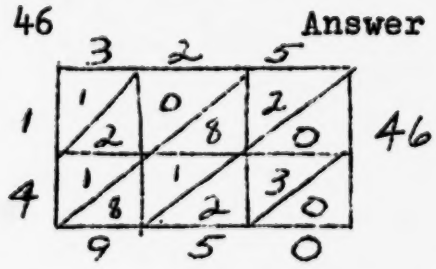
Grade Level: 4-5

Specific Topic: Developing Algorisms

Activity:

Show the students how multiplication can be done with the historic Gelosia chart using diagonal lines as illustrated in the figure below:

Problem 325 X 46 Answer 14950



Notice that the multiplicand is placed above the square and the multiplier down on the right side of the pattern. Horizontally, there must be as many squares as there are digits in the multiplicand. Vertically, there must be as many squares as digits in the multiplier. When each digit has been multiplied by all the digits of the multiplier and placed in the proper column (see drawing) the products are added along the diagonal lines for the correct answer. The addition is done from right to left.

From an interest in this illustration the students can be encouraged to develop other algorisms which they could demonstrate to others in the group.

Reference: Vincent J. Glennon, "Arithmetic for the Gifted Child", Education 2000 A.D., p. 244.

Subject Area: Mathematics

Grade Level: 6, 7, 8

Specific Topic: Story of Mathematics

Activity: Dramatization

Ancient philosopher, dressed in flowing robes takes his place on stage and tells history of mathematics. As he speaks of different periods of mathematical development, other pupils pass across stage dramatizing incident he describes:

1. Two cave men divide their spoils by laboriously placing them one by one into separate piles.
2. The ancient Egyptians lay off land after the Nile has overflowed and obliterated all land divisions. A string knotted into three equal parts to make an equilateral triangle is used for this measuring. This indicates the beginning of the Pythagorean theorem.
3. Archimedes demonstrates the great power of the lever. He is seen, saying: "Give me a place to stand on and I will move the earth."
4. A Roman soldier finds Archimedes intent upon drawing mathematical diagrams on ground. Looking up and seeing soldier, Archimedes says:
   "Stand away, Fellow, from my diagram." The soldier, not recognizing the great scientific wizard of the age, kills him.
5. The airplane, one of the greatest mathematical achievements of present day, is propelled across sky. This could be tableau.

Reference: Smith, D. E., Number Stories of Long Ago, New York: Ginn and Company.

Subject Area: Arithmetic

Grade Level: 4

Specific Topic: Writing Arithmetic Puzzles

Activity:

Ask the pupils to write down a number. Then ask them to multiply it by 2. Then ask that they add 10 and divide the result by 2. Now subtract the original number. You can now tell them their answer. It will be 5 regardless of the number they originally selected.

Help the students see that this answer would have to always be 5 because one set of instructions cancelled the other leaving a 5 each time. Encourage the gifted to work out similar puzzles. They can (1) use other puzzles and then develop the generalized solution, or (2) they can make up the general solution, then write the puzzle to go with it.

Reference: Vincent J. Glennon, "Arithmetic for the Gifted Child", Education 2000 A.D., p. 243.

Subject Area: Social Studies

Grade Level: 5-8

Specific Topic: Relationship of Human Affairs to Latutudinal Differences in the Seasons and the Times when they Occur

Materials Needed:

Outline maps of the whole world.
Have on the board these simulated press dispatches for Jan. 19
"Santiago, Child latitude 36° 28' S. This city sweltered in a heat wave today. The temperature climbed to 88."
"Nasheville, Tenn. latitude 36° 10' N. Snow flurries are expected by noon."

Activity:

Class fills in an outline map of the world with average temperatures at different cities over the world for January and also July. This map can be worked out from an atlas or it can be found in the book Daylight, Twilight, Darkness, and Time by Lucia Harrison. Class discussion of why seasons north of the equator are the reverse of seasons south of the equator.

Advanced pupils:

Can do research on the following:

1. How average temperature is computed.
2. Comparison of harvest time of wheat in Argentina and the U.S.
3. The temperature requirements of the cacao tree.
4. The average length of the growing season in different places north and south of the equator.

References: Lucia Harrison, Daylight, Twilight, Darkness, and Time (New York: Silver, Burdett & Co., 1935), pp. 9-27.

Subject Area: Social Studies

Grade Level: 5 or 8

Specific Topic: Leaders of our Country
Matching contest of their:
sayings
and/or contributions

Materials Needed:

Many quotations: for instance: "Give me liberty or give me death"

Activity:

Write saying on strip of paper
Cut into two pieces (more if desired)
Child draws paper, matches it with other half.

This activity may be used with contributions or facts of their lives; as:

Who fought a duel? Alexander Hamilton
Aaron Burr

Who sought help for American colonists in France? Benjamin Franklin

Subject Area: American History

Grade Level: 7-8

Specific Topic: Background Reading to help the text materials "come alive".

Activity:

Wide background reading can do wonders for enriching routine classwork in history. This reading is most profitable when done before the material of the text of that era is taken up in the classroom. The student is then able to draw on this storehouse of knowledge as the text material is taken up. The bibliography which follows is a partial list of books of this type. The list is arranged alphabetically by author rather than order of time in history.

Atkinson, E. S.	Johnny Appleseed
Bromfield, Louis	Malabar Farm
Cannon, C. J.	Red Dust
Cather, W. S.	My Antonia
Caudill, Rebecca	Tree of Freedom
Chase, M. E.	A Goodly Heritage
Cluff, Tom	Minutemen of the Sea
Decker, Malcolm	The Rebel and the Turncoat
Edmonds, Walter D.	Drums along the Mohawk
Edmonds, Walter D.	Wilderness Clearing
Falstaff, Jake	Jacoby's Corner
Field, Rachel	And Now Tomorrow
Finney, Gertrude E.	Is This My Love
Finney, Gertrude E.	Muskets Along the Chickahominy
Forbes, Esther	Johnny Tremain
Forbes, Kathryn	Mama's Bank Account
Ford, P. L.	Janice Meredith
Garnett, David	Pocohontas
Gebler, Ernest	The Plymouth Adventure
George, John & Jean	Meph, the Pet Skunk
Gray, E. J.	Penn
Hamlin, Helen	Nine Mile Bridge
Hubbard, Margaret Ann	Pennyweather Luck
Jones, Lloyd & Jaunita	Holiday Mountain
Lancaster, Bruce	Phantom Fortress
Meader, Stephen W.	Blueberry Mountain
Means, Florence C.	The Moved Outers
Miller, H. T.	Dark Sails
Moore, Ruth	Candlemas Bay
Neill, Robert	The Elegant Witch
Powell, Miriam	Jareb
Rawlings, Marjorie K.	The Yearling
Rich, L. D.	We Took To The Woods
Robinson, B. N.	Winter Harbor
Sabatini, Rafael	The Sea Hawk
Stover, Herbert	Song of the Susquehana
Stuart, Jesse	The Thread That Runs So True
Trachsel, M. J.	Elizabeth of the Mayflower
Wilson, C. G.	The Winds Blow Free

Subject Area: Social Studies

Grade Level: 5

Specific Topic: A Study of the States: A Shoebox Parade

Materials Needed:

Shoe box
Letter writing materials
Paste
Other odds and ends

Activity:

Each child chooses a State. Over a period of several weeks he gathers material on the state chosen and plans ways of putting onto his float many of the items of information he learns. On a given date the parade is held. It can be a room project only or they may share with other classes by "parading".

Each child makes a five minute talk in connection with his project in order to fill in many of the details that could not be included on the float.

Subject Area: Social Studies: United States

Grade Level: 5 or 8

Specific Topic: Presidents; government

Activity:

Make study of Alexander Hamilton's political philosophy as compared with that of Aaron Burr.

Do these diverse views account for the hatred they bore each other?

Subject Area: Social Studies

Grade Level: Any intermediate grade

Specific Topic: Location of Countries or Cities

Activity:

Let the children locate a country or city and write the name of it on a piece of paper. Then put these slips in a box and mix them up. Choose two teams. Have someone be the pointer and let a student draw a name from the box and go to a map or globe and locate it. If he finds it give him a point. The team with the most points wins. In doing this exercise children become aware of the location of cities and countries.

Subject Area: Social Studies

Grade Level: 6

Specific Topic: Nations Overseas

Activity:

After an orientation period each child chooses a foreign country he is especially interested in studying. He gathers data for the length of time the teacher thinks best. Booklets and pamphlets are secured directly from the country if possible. Most countries have a tourist bureau in New York. All subjects are included in the report.

Reading: finding and choosing materials to be used.
Writing: outlining and assembling material.
Language: business letters for information.
Arithmetic: transposing money to U. S. money. (Booklets for tourists can be obtained from bookstores).
Art: illustrating booklets.
Music: making a copy of the national anthem in the language and translating into English.

Reports can be in the form of a booklet or any other form the teacher desires.

Subject Area: Social Studies

Grade Level: 5

Specific Topic: Explorers and the Location of their Explorations

Materials Needed:

Construction paper or thin tag board
Colored wool yarn

Activity:

Cut out map and put the date on the discovery at the exact location on the map. Take wool yarn and pin from the point of discovery to the outside boundary of bulletin board and have the name of the explorer in big black letters. Surrounding the map put news flashes as a modern newspaper would print the item. With each new explorer, a new news item is put up.

Subject Area: Social Studies

Grade Level: 4-8

Specific Topic: Schoolroom Economics

Materials Needed:

Each pupil can bring in three inexpensive items he wants to trade (trinkets, knives, pens, candy)

Activity:

Each row of seats or each table can represent one country. Each transaction within countries and between countries can be listed on the board. Spend a few minutes trading between countries without saying a word (language barrier). The use of language within countries is permitted. Have one country set up trade barriers, as demanding two items for every one it gets. Give the countries slips of paper to represent money to be used instead of actual items of barter. Note the effects of all these variations on volume and flow of trade.

Advanced pupils:

Let the gifted children act as resource people to find out how the economy actually operates in everyday life. Let them study tariffs, currency exchange, world banking. Note how wants, needs, scarcities affect the volume of trade.

Reference: DeHaan, Robert F. and Kough, Jack, Helping Children with Special Needs (Chicago, Ill.: Science Research Associates, 1956), p. 23.

Subject Area: Social Studies

Grade Level: 6

Specific Topic: Open House

Activity:

Each child chose a country in Asia, did research on his country, took notes, kept a bibliography of books used, made maps, charts, graphs, etc. They wrote reports, made a booklet, made bulletin boards about countries, and arranged displays of books about countries and also things from the countries. They wrote invitations to their parents and relatives inviting them to "Open House" to see the display of their work. They explained the work to the parents. They learned how to arrange a table for a tea, serve it properly, greet the guests, and introduce the parents and other relatives to the other guests.

Subject Area: Social Studies

Grade Level: 5-8

Specific Topic: Significance of Likeness in the Latitudinal Position of Places and also the Diversity in Latitudinal Position

Materials Needed:

Maps
Globe

Activity:

The class studies latitude and learns that along one parallel, on the same date, one would see the sun rise at the same hour and in the same position relative to due east, follow the same path across the sky, set in the same hour and in the same position relative to due west, and one would experience the same division of the twenty-four hours into daylight, twilight, and darkness.

Advanced pupils:

Take one parallel and do research on the diversity in natural environmental conditions, such as topography, soil, and precipitation.

Subject Area: Social Studies

Grade Level: 5-8

Specific Topic: Human Affairs are Related to Length of Day and the Time and Occurrence of the Long and Short Days

Materials Needed:

Maps of the approximate duration of daylight and times of sunrise and sunset for June 21 and December 22 and tables of estimated duration of daylight can be found in the book Daylight, Twilight, Darkness, and Time by Lucia Harrison.

Activity:

Put the tables on the board and discuss:

1. The number of hours of daylight at the equator on June 21, December 22, March 21, September 23.
2. The number of hours of daylight on all latitudes for March 21 and September 23.
3. Whether the number of daylight hours increases or decreases north up to latitude 66½ for June 21.

4. How many daylight hours from latitude 66½ north to the North Pole for June 21.
5. Whether the number of hours of daylight increases or decreases south to latitude 66½.
6. How many hours of daylight from latitude 66½ south to the South Pole?
7. Do the same on No. 3, 4, 5, and 6 for December 22.

Reference: Harrison, Lucia, Daylight, Twilight, Darkness, and Time (New York: Silver Burdett and Co., 1935), pp. 28-44.

Subject Area: Social Studies

Grade Level: 5-8

Specific Topic: How Humans and Plants Respond to Hours of Daylight

Activity: Advanced pupils

Latitude study can bring out interesting areas of research for advanced pupils. They can find out and report to the class on how people react to the long hours of darkness of winter in such countries as Alaska and Sweden. Also how people in these countries use the long hours of daylight in the summer months.

Creative work such as stories could be written about the activities during these long periods of darkness and light.

Research could be done on the response of plants to different lengths of hours of daylight.

Reports can be given on the experiences of explorers of high latitude lands with light conditions there.

Sources:

The U. S. Dept. of Agriculture will send information on plants in Alaska and Hawaii.

Library:

There are many books in libraries written by explorers and about explorers such as Richard Byrd, Robert Scott, and Vilhjalmur Stefansson.

Subject Area: Social Studies

Grade Level: 6-8

Specific Topic: Politics and Government

Activity:

The Contract is a way of giving a child a study plan. It can be used in any area. This illustrates one on politics and government.

Contract: Politics and Government
Topic: Political Picture in _____
Type of Government: Explain fully
Head of Government: How he became head of the government
Government Policies and Problems: Do a thorough study of the country to explain these factors.
Official Language:
U. S. Ambassador to Country:
Country's Ambassador to U. S.: Write to him to see if he has a film about his country that we might borrow.
Country's relations to U. S.:
Country's relations to United Nations:
Country's relations to other countries besides ours:

Directions:

Display your research graphically
Give an oral report from your graphic
Keep a notebook of clippings related to your subject
Keep an annotated bibliography of your research reading in your notebook
Write in your notebook what you think would be important to study if you were going into diplomatic service.
Write to an outstanding person in the diplomatic service. Ask him what in his educational background has been most helpful to him in his career as a public official. Ask for a picture and a biographic sketch if it is available.
See if you can secure a film or film strip to help the class to understand your country more fully.

Subject Area: Reading

Grade Level: 6

Specific Topic: Increasing Speed of Silent Reading

Materials:

Weekly Reader Skill Builders
Reference material on the teaching of speed in reading.
(This for teacher's use)

Activity:

Teach a series of 8 - 10 lessons of 45 minutes each using the technique of adult or college reading programs. Use the following:

1. Reading a practice exercise
2. Measuring the speed and comprehension
3. Have much discussion on how to read for speed
   For example; (a) Speed is related to the difficulty of the material, (b) Speed should be shifted to suit the reader's purpose, (c) Rapid reading is the active search for answers.
4. Other suggestions which help;
   a. Formulating questions from text clues
   b. Recalling known information stimulated by the title and text clues
   c. Reading questions before reading the text
   d. Remembering that the paragraph is the basic unit of thought
   e. Remembering that most paragraphs contain a topic sentence

Reference: Robert A. McCracken, "Accelerating the Reading Speed of Sixth Grade Gifted Children", Exceptional Children, September, 1960, p. 27.

Subject Area: Independent Reading

Grade Level: 4-8

Specific Topic: Book Reports - The Book Sale

Activity:

In order to brighten up book reports and at the same time encourage others to read, the reports are given as a simple book review in which the student tells only enought to make others curious and yet not "give the story away".

The student follows his review with a sale at which he is required to "sell" the book he read to another student in the group. The sale might take the form of an auction or he might set the price.

(Suggestion: In a regular classroom of wide range of reading levels care will have to be taken to keep the buyers confined to students with comparative reading levels to that of the seller.)

Subject Area: Language Arts

Grade Level: Junior High

Specific Topic: Reading Contract (Independent Reading)

Activity:

1. Set up "group or class" discussions of book lists.
2. Arrange for Librarian to give a short talk to the group on what is available in the library.
3. Conduct several browsing periods to the library.

The student then chooses a list of books he plans to read during that year. He may revise the list as the year goes along if necessary. A careful record of his contract is kept. Each book is checked off as the book is finished. The pupil is encouraged to refer to their readings as topics are discussed in class. (The use of a copy of "My Reading Design" will help set up a well balanced contract.)

Reference: Marion C. Sheridan, "Teaching English to Superior Students", National Education Association Journal, Dec. 1952, p. 566.

Subject Area: Reading - Language Arts

Grade Level: 7 or 6

Specific Topic: Myths of Greece and Rome

Activity:

Read a good translation of The Iliad or The Odyssey
Write an original myth
Give the modern scientific explanation for phenomena of nature which the Greeks explained through myths

Reference: National Education Association and National Council of Teachers of English, English for the Academically Talented Student. Washington 6, D. C.: National Education Office, 1201 Sixteenth Street, N. W., 1959. $1.00

Subject Area: Reading

Grade Level: 4-8

Specific Topic: Stimulation to Library Book Reading

Materials:

Outline of large peacock
Construction paper of 3 colors (yellow, turquoise blue, orange suggested)

Activity:

Place large outlined peacock on bulletin board.
Make "feathers" of different colored construction paper.
When child reads a library book completely, he may receive "Father" for the peacock, the color based on his report -- (Name and book title should be written on back.)

Suggested:

1 point - turquoise feather -- for reading book and making oral report.
3 points - yellow feather (one) -- for reading book and completing mimeographed book report form.
5 points - gold feather -- for reading book and making a good creative report.

Use for 3 or 4 weeks only. Reward high scorer.

Subject Area: Dramatics

Grade Level: 5

Specific Topic: "Grab-bag" Dramatics

Materials Needed:

Provide a bag containing many varied articles. (Chalk, bobby pin, magnet, button, twine, paste, ruler -- any of the items found in the room or teacher's desk drawer.)

Activity:

1. Divide the class into groups 4 or 5 students to a group with a chairman for each group.
2. Each chairman draws one item from the bag.
3. The chairman and his group is given a ten minute "get together" and prepares a skit centered around the item he drew from the bag.
4. Each group presents its skit.
5. The class votes on the best.

Additional Possibilities:

"Grab-bag" may also be used for the selection for one minute impromptu speeches. The speeches may be serious or humorous in nature.

Subject Area: Creative Thinking

Grade Level: 4-8

Specific Topic: Ideational Fluency

Activity:

Suggestions for helping individual pupils increase their flow of ideas. Time limits are arbitrary and may be changed to suit the group.

1. List on a piece of paper all the uses you can think of for a brick. You will have five minutes.
2. Write as many things as you can think of that are square in shape. You will have five minutes.
3. If you were exposed to extreme cold, what thing would you think of that might bring you comfort? You may use an adjective along with the noun but do not use verbs. You may write for four minutes.
4. List all the nouns you can think of that might bring you comfort if you were hot. You may write for four minutes.
5. Surplus foods in our country are stockpiled in great storage houses. What suggestions do you have for taking care of our surplus food problem? List as many as you can in eight minutes.
6. Old light bulbs are usually thrown away. How many uses can you think of for an old light bulb? Write as many as you can in five minutes.
7. In how many ways can water be made to work for you?

It should be emphasized that spelling, punctuation, grammar are not important in this exercise. Free and fluent expression is the aim.

Reference: National Society for the Study of Education, The Fifty-seventh Yearbook: Education for the Gifted (Chicago, Ill.: University of Chicago Press, 1958)

Subject Area: Creative Thinking

Grade Level: Any grade level

Specific Topic: Brainstorming

Activity:

What would happen if ----------? (answers must cause thinking)
The purpose may be summarized with four rules . . . . .

1. Judgment is ruled out and criticism with held now.
2. "Free-wheeling" is welcomed. (The wilder the better, for it is easier to tame down than to think up.)
3. Quantity is wanted.
4. Combination is sought.

Pupils may be encouraged to question some of the things they take for granted and to consider what things might be like if some basic assumption in their lives were different. As:
What would happen if ----------

1. the air all over the world became radioactive?
2. the ocean dried up.
3. we knew when we would die?
4. we all lived by the golden rule?
5. the whole earth was covered by water?
6. we had only two fingers?
7. everyone always told the truth about everything?
8. everyone in the world was suddenly to become deaf?
9. pills were developed which would substitute for food?

Reference: Enrichment Committee, Brevard County Public Schools, Titusville, Florida. Curriculum Enrichment for Superior Students in Elementary Schools (Brevard County, Titusville, Florida, 1959).

Subject Area: Arts and Crafts

Grade Level: 4

Specific Topic: Unit on Copper

Materials Needed:

Cooper sheets
Salt
Vinegar
Metal lacquer

Activity:

The Anson County Board of County Commissioners gave my class three confiscated whiskey stills. The metal was cleaned with a solution of salt and vinegar. Attractive planters, ash trays, trays, waste cans and bowls were made. These articles were coated with a metal lacquer. Research was made on copper. Places where copper was found were located on maps, and uses of copper were studied. The children worked in groups collecting information pertaining to many different ways copper is used.

Subject Area: Music

Grade Level: 4-8

Specific Topic: Study of Orchestra
Make Orchestra Model

Materials Needed:

Cut-outs of each instrument - (brown construction material is good.)
Spools - 3 different heights (large ones obtainable from people or firms who make draperies)
Pipe cleaners
Round corks (hardware store)
30" by 36" masonite board or plywood
Duco cement glue
Dyes

Activity:

The families of the orchestra are expressed in color intensity as well as families; for instance;

String family:

First violins	- pale pink
Violas	- rose pink
Cellos	- American beauty
Bass Viols	- Crimson

Other families worked out likewise.

The following section contains many helpful suggestions for working with gifted children. We prefer to call this part of the material "tips".

These "tips" may help to spark an idea in the teacher's mind that will enable him to provide more enrichment for the child's educational diet.

Sources of this list of "tips" are:

1. Members of the class
2. Mark Murfers, "Enrichment Activities for Gifted Children", The Instructor, January, 1960, p. 21.

TIPS

Language Arts

What can the school do to give more children a taste of the satisfaction of writings that could be theirs? It would help:

1. If their writings were read, used, shared, and enjoyed by their peers.
2. If their letters were mailed and answers received, rather than being written as exercises to be marked and returned.
3. If teachers occasionally wrote for the joy of it and shared their writing with the children.
4. If children could make the acquaintance of persons whose writings they have enjoyed.
5. If they could hear an older person give an appreciative reading of their poems or stories.
6. If they could carry their writings through from a first draft to an improved, clear, well-written, proofread manuscript that was later developed into at least two bound copies, one for the library and one for the pupil.

Reference: Laura Zirbes, Spurs to Creative Teaching, p. 140.

Language Arts

1. Write creative poetry.
2. Make and work crossword puzzles. Ex. Opposites. (Duplicate so other students can have)
3. Dramatize for live presentation: puppet shows or tape recordings.
4. Prepare a current events talk for radio, public address system, or tape recorder.
5. Select materials and participate in a choral reading group.
6. Contribute to a class newspaper.
7. Plan Quiz programs.
8. Interviewing adults for a specific purpose.
9. Become an authority on some subject.
10. Check the validity of newspaper or magazine articles.
11. Serve on the Student Council.